

THE FILIPINO TEACHER

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EDITORIAL

The Filipino Teacher.

Much has been said about the Filipino Teacher. Public opinion has gone crazy about it. Teaching is considered today by many as a low, commonplace position. Society places him on one of its lowest scales. He is fast sinking down to the level of vulgarism. It is almost common to hear now and then from the gossiping lips of some respectable (?) persons of society to disdainfully pronounce: «He is but a teacher and teachers nowadays are as cheap as candies.»

Ah! my dear critic, dare you finger out at other's (supposed to be) dirt before you are sure you have wiped out the dirt that sticks to you? You must clean yourself before a mirror. Do not throw your saliva up into the air for it may happen to fall right upon your face; and remember—he laughs best who laughs last.

Do not fall into error, dear friend. First, lift out those deceiving spectacles which cover your eyes from the real state of things, scrutinize thoroughly before you give your decision and then, and then only, that you can judge rightly. You will then see what the teacher really is, and not what he appears to be.

Let me ask this question: Who shows and opens the right path to progress and enlightenment to our boys and girls, the men and women of the great to-morrow? The teacher—There's no question about it, he is their eyes, their leader, their manufacturer. Yes, he is the manufacturer of the future citizens of our country.

The Teacher is the smith of the nation. To him depends the Future of the country. A smith can manufacture out of the shapeless iron the useful plow with which we use to dig the wealth of the earth, or he can produce out of this harmless material the treacherous dagger which

the whole world shuns and hates as if it is like a venomous snake. In like manner, the teacher, like a smith, can manufacture out of his pupils useful tools, as the plow, or harmful ones, like the dagger.

The children are like ignorant farmers. They do not know what they are to sow in the fields of their minds. They need a wise and just instructor to teach them what they are to sow and what they are not to sow, how to cultivate and how to take care of their chosen plants and how to destroy all the enemies of their growth. They must be taught all these, for, otherwise, weeds will crowd their fields, thus destroying all the good plants growing there; instead of yielding wealth, they make an ideal refuge for poisonous animals. But, let the teacher instruct the ignorant farmer, and you will wonder at the change. So, we see what a great responsibility does the teacher owe to his pupils, to their parents, to the community, to his country. Let me repeat to you again—the teacher has great responsibilities towards his country for as the teacher is, so are his pupils; as the pupils are, so will be the future citizens of the country.

From this truth, we clearly see that since the teacher is the sculptor of the nation, he must necessarily be a man of experience, of strong personality, well educated, of an unimpeachable character and last but not least, he must be a man of high aim and purpose.

Tho he may have all these qualities, he may yet be not successful. He must be enthusiastic about his work; he must put his whole heart, his whole body and his whole mind into his task. To comply faithfully with the laws of Success, the teacher must sacrifice his entire time. His task does not cease when the school-hours finish. Outside of school he has to do school-work too. Among these many things are the preparing of all the lessons to be taught the next day; he must also correct all the composition papers of geography, or language, or arithmetic, etc., etc. In order to do his pupils justice and preserve his reputation just and impartial, he must carefully correct all the papers. To accomplish this, he must consume a liberal time,—a time which will probably take almost all his spare moments. Oh!—such a herculean task demands a person of exhaustless energy!

To see whether this is true or not, we must have a proof. Let us follow closely

the movements of the teacher. Let us see. It is necessary for him to be at school 15 minutes, at least, before the school opens. The school begins from 7:30 A. M.; therefore the teacher must be at school from 7:15 A. M. Until 12:30 P. M. the hardworking teacher is found in his classroom unfolding before the eyes of his pupils the priceless pearls of knowledge, at the cost of herculean hardships.

At 12:30 P. M. he goes home physically tired and mentally worn down. He probably will reach home at one for he does not live near the school. He takes his dinner and, of course, he must rest at least, a little. At 2:30 P. M. he must rise up and begin to correct the papers of his pupils. It will take him at least two hours, or perhaps more, to finish the corrections. He must have again a short rest or recreation of some kind so as to give his brains and his muscles a short repose.

At 7 o'clock, he takes his supper. At a quarter to eight, he begins to prepare his lessons for the next day. To be thoroughly prepared, it will take him, at least, one good hour.

As he ought to be asleep by ten, he has then only one short hour at his disposal. He then reads some periodicals, or books, or, solve school-problems

So, we see, what a great and heavy task a teacher has before him! He can't idle away his time, for oh! the weight of his own responsibilities will, doubtless, sink him down on the dust!

But, a teacher must not content himself of the knowledge he then possesses;—he must ever be studying and studying; it is his duty to always learn something new, something useful every day. He must race with the world, else, he will be left behind; and there's n thing so bitter in this world as to be left behind—in a word the teacher must be up-to-date, he must be a «man of to-day.»

But, these are not all. There's another task to be accomplished. When, like here in Manila, all the Filipino Teachers are compelled to attend the Institute two hours in the afternoon, (which is a very good thing) the time of the teacher used for correcting the papers and preparing the lessons, is greatly reduced.

He can not correct the composition papers of his pupils, now, in the afternoon for he will be occupied in studying his own lessons before going to the Institute. He will remain there till 5:30 P. M.

Therefore he has to do both the correcting of the papers and the preparing of the lessons for the next day, in the night only. What a hard work that will be, is obvious. Two hours! In spite of his morning work of five hours which exhausts his brains and muscles, he has to go to the afternoon school again, till evening, to study, and, in the night,—oh! though he is tired, very tired, he must work just the same.

At 10 o'clock, or perhaps later, he (the teacher) lies down on his bed completely exhausted physically and mentally. Hard working teacher!

Next morning at dawn, before the sun sends his light to the world, the teacher has to leave his bed. He has many things to do. He has to clean his body, dress cleanly and orderly always (for he must set an example) and lastly before going to school, he must take his breakfast.

Hard life, you say? O, yes—hard, very hard. And it will still be very hard if that teacher has a family to care and feed!

From the facts above exposed we see clearly that the teacher, in order that he may fulfill his responsibilities faithfully, he must sacrifice his body and soul to his work—he must therefore work hard, and conscientiously.

Dear reader, permit me to ask you this question: What compensation does the teacher deserve rightly in return for his hard work? What reward must be paid for his herculean task?... Your just conscience will probably answer: "As much as the worth of his work," and you have judged rightly and truly.

But, what recompense does the teacher receive in return, now? Oh, 'tis pitiful to say! Strange but true. His salary! Ayl he is like a slave, which, after a hard day's work in the fields is given just a sufficient amount of food to maintain his strength and nothing more. Pardon if such an expression is inelegant and unbecoming. The teacher's salary is so small compared to his hard work.

We invite the attention of the authorities, the worshippers of justice, to cast their eyes over our shoulders and weigh the burden we carry—then judge whether we have a reason or not for our claim. We do not mean to compare our salaries to the more liberal compensations of the employees of other departments, nor to those of our brethren, the American teachers, for comparisons, though true, are odious. What we only ask is a fair reward.

So many Filipino teachers have resigned, and there are still others who want to resign. "Why?" you may ask. Well, they leave the department, not because they dislike teaching; no, far from it; neither for any other reason; but because the salaries they perceive are not enough to maintain their living, especially at times when somebody in their families become ill.

As his school-work takes all the teacher's time it is impossible for him to get money from any other source. He is entirely dependent upon his salary and if his salary can't supply all his needs, why, there's but one way to solve the problem—to quit and get another job which will bring him a larger income. And what he has done is the right thing, he can't do any better. Since he is sure to find a better job, he does not hesitate to present his resignation, and he must present it for he is obliged by his financial condition. "Necessity has no law." What has he done? He has sought the best, and who will not exchange better for best?

But, like all things else, it can be remedied. "How?" will perhaps ask a curious inquirer. Well we will answer him this: "If the authorities are willing..."

To conclude: "The Filipino Teacher," in the name of the Philippine Teachers' Association and all Filipino Teachers employed by the government, lifts ~~out~~ its weak tremulous voice to petition to the coming Philippine Assembly and to the Philippine Commission to give a due consideration on the present incomes of the Filipino Teachers.

J. J.





MR. ALBERTO B. ILAYA
Principal of S. Nicolas, Cebú

(Mr. Ilaya's address before the teachers' Institute, in the city of Cebú. June 19th 1907).

My dearest Teachers:

At the instance of some of my friends whom I had the good fortune to meet in Manila, I had been called upon to deliver a speech to the Summer Institute here in Cebú, regarding, the origin of the «Philippine Teachers, Association». At first I refused to accept it, owing to the fact that I am not well qualified to make a good and strong speech, not being a good orator, especially before you who are the leaders, guides, and directors of the most educated portion of your respective towns.

This afternoon, I was thinking about the subject on which I am going to speak; but I failed to find arguments, because I was not admitted by my work, and even now perspiration is dropping down on account of the poor impression I am making. So before I reach the subject pardon me if I can not arrange my English perfectly well, for what I want to speak about this afternoon is the organization of the «Philippine Teachers' Association».

About four years ago there was organized such an association in Cebú, whose purpose was to help the teachers from other towns during the time when they

attended the Summer Institute; but I think this said association, if I am not wrongly informed, is dying, or else is perfectly dead; not through the lack of interest, nor that the Board of Directors is inactive, but the question is that it has been left by some of the former members and new ones have come who ignore the existence of such an association.

Now consider these matters in their order; several Cebu teachers, who attended the «Teachers' Vacation Assembly», in Manila this year, were invited by the directors of the Association to be present at the meeting held in the Malate Public School, to discuss the constitution; but in view of the fact that they discussed many different things it seems to me unnecessary to tell you every different points, because it will waste many minutes.

The following articles III and VIII which tell mostly about the members of the Association, were unanimously adopted:

ART. III.

Membership.

SEC. 1.—All persons presenting satisfactory evidence to the effect that they are regularly engaged in the profession of teaching in the Philippine Islands shall be eligible for membership in this Association.

SEC. 2.—Members shall be divided into two classes, Active and Honorary Members.

SEC. 3.—Active members shall constitute the working force of the association and shall enjoy all rights benefits and privileges of the association and shall be subject to all duties, obligations and limitations of the association.

ART. VIII.

Benefits.

SEC. 1.—Each active member of the association in good standing shall in case of sickness without salary for a period of 7 days receive from the funds of the association payment at the rate of P. 15.00 monthly.

SEC. 2.—All applications to the association for relief on account of sickness must be accompanied by recommendation of the Board of directors establishing the fact that the member making such application was actually incapacitated for duty as set forth in the application.

SEC. 3.—In case of death of an active member the association shall look af-

ter the welfare of the family in all the extent that the association may deem convenient.

Now my dear teachers: you have heard the spirit of this constitution. I wish to impress upon you strongly that its aims are something very desirable. We, as teachers, it is wise to join this Association, and to follow along the line which will lead us to reach our desired goal, and to overcome difficulties in life.

The object of this meeting this afternoon is to organize the committee of the «Philippine Teachers' Association», subject to the constitution in Manila. If, therefore, the teachers of the Province of Cebu suffer any injustice, we can under any difficult circumstances, compell the Central Board in Manila at once, who is nearer to the proper authorities; more over, they will put our request under consideration.

By so doing we can thus give to our pupils a practical example of self help, and show them what they should do in the future, it will help us in the administration of our school work, for it is the real process of harmonizing for a definite purpose all the forces or elements that affect the schools.

Now, teachers, I think I have taken more time than I expected to, so I will stop now, and before closing I will say these:

Mine has not been a very coherent speech, and I must ask your pardon for delivering before you this very informal address on a subject which I had not at first particularly studied, but which merely has become some what strongly impressed upon my mind since I had been in the educational Department.

Philippine Teachers' Association

Cebu items.

Meeting called by Mr. Alberto B. Ilaya, delegate appointed by the President of the Philippine Teachers Association of Manila, in order to organize the Board of the Association in Cebu. Mr. Ilaya, asked whether election be performed by distributing ballots or by nomination.

Miss C. Rallos moved that on account of the lack of time election be performed by nomination. Motion was seconded and was carried on.

The election resulted as follows.

President, Mr. Alberto B. Ilaya; Vice-President, Miss Pascuala Denzon; Secretary,

Miss Carmen Rallos; Treasurer, Mrs. Conchita R. Teves.

Directors:

Miss Soledad Duterte, Miss Beatriz Duterte, Miss Loreta Viton, Miss Susana Agustin and Mr. Vicente Abellana.

Then the new President asked the members if they had something to amend in the constitution. At the instance Mr. Dionisio Sanchiz, teacher of Mandawe, moved that the obligation of the active members be reduced to -P- .20. This suggestion has been seconded, and was carried on.

All members agreed to keep the money in Cebu, because they are more than 40, as the suggestion of Mr. Ilaya, that if the members of the association did not amount to 40, the money should be, under any circumstances, sent to Manila at once.

(Miss) CARMEN RALLOS,
Secretary.

Manila Items.

July 13th 1907, the monthly meeting was held in the Centro Escolar 841 Calle Iris, Sampaloc.

The minutes were as follows:

1. Approval of the last session.
2. Cash Balance, -P- 258.08 (approved).
3. Anniversary of the Constitution of the Association. Result.—Each member to share -P- 1.00 to cover the expenses of the celebration.
4. Election of the members of the new Board of Directors for 1907—08.—to take place Aug. 10, 1907.
5. Annual Report of the Association to be read in the Anniversary.—The committee appointed to draft the report were Messrs. A. Quijano, E. Pestaño and C. Ligot.
6. Meeting, adjourned.

Welcome!

Mr. Julian Moreno, teacher in District No. 3 was admitted to the Association July 13, 1907, as an active member. Receive our warm welcome, Mr. Moreno.

Beauty.

All flowers that nature allures us at the several seasons and months of the year must occupy, with great advantages, for

the success of the education, a place in the school-room, either as a decoration or as objects.

Awaking in the mind of the children the interest and pleasure for the plants, the teacher can attain with the children's aid, within the classes, all the flowers and fruits, which will be necessary for such aim.

To let the pupils arrange the flowers in the pot, and to water them from time to time, it will be a very pleasant occupation for them.

Beside that, the beautiful conjunct of the flowers will surely contribute to give the children a clear idea of colors as well as a rational knowledge about vegetables, garden, and the cultivation of a really artistic perception.

A room decorated, with these beautiful things, contributes to attract the pupils to go to school with remarkable punctuality; because, the time that they expend in it will be for them useful, interesting and amusing.

Using the flowers or fruits in conversation, before the class, we can get plenty of words from them, if we are going to speak about their size, shape, uses, etc. etc.

Various kinds of soil should be placed in the pots without any manure, and then, have the children plant in it the same kind of flowers or herbs; so that, they can see which one is better, or more appropriate for the cultivation of such plant.

On the other hand, the children, with much pleasure, ought to ask their parents, without any sacrifice, some examples of flowers which have been ever seen, and bring in the school-room to the renovation of the seasons.

Try it.

MALABONEÑO.

What is the Difference between a Teacher and a Clerk?

This is one of the most important and common questions that is often heard among the teachers. Why? I think it is on account of the low rate of salary that the teacher gets in comparison with that of a clerk. If salary is based upon the work and the education that each employee has, the teacher then must receive at least a salary

that will recompense to the education that he received—fruit of his many and constant years of study.

Since the teacher devoted during his youth many years of study to get enough education with which he could educate his pupils from here we see how great is his responsibility not only upon the pupil but upon his country. Therefore, it is not right that his salary should be less than that of a clerk.

If we compare the work that the teacher has with that of a clerk, we find that the teacher does his work both mentally and materially. But let us leave this point and see the difference of salary that exists between these two kinds of employees. The entrance salary of a regular teacher is -P- 480 per annum and that of a graduate from the Normal School is -P- 600, while that of a clerk who just took the second grade examination, which is three times easier than the teacher's examination, gets at least -P- 600. A Teacher who has served in the Bureau of Education for six years gets at least -P- 80 per month, while a clerk who has served in other bureaus for one or two years gets at least the same amount of salary and sometimes more. Why? Is there any difference? If there is, what is it then? Can not a teacher do the work of a clerk? If he can why is it that a teacher gets a lower salary than a clerk? These enigmatic questions are left for the readers to answer.

ONRIKI.

New Course of Study.

MR. G. N. BRINK, ACTING DIRECTOR OF
EDUCATION RECENTLY SENT OUT
TO THE DIVISION SUPERINTENDENTS THE FOLLOWING
CIRCULAR.

BUREAU OF EDUCATION.

Manila, P. I., June 10th, 1907.

(CIRCULAR)

(N.º 51 s. 1907)

To Division Superintendents:

Experience of the past three years has clearly demonstrated the necessity of modifying somewhat the first three years of

the course of study as previously outlined and of lengthening the time devoted thereto to four years. This has been made necessary by the creation of the demand for instruction along industrial lines and the desirability of making the primary course complete in itself rather than merely a step preliminary to the intermediate course. It is believed that the pupil who attends school with regularity and pursues his studies with fidelity will be able to complete the course as herein prescribed within the time allotted.

The aim of instruction in the primary course is to prepare the child to become an intelligent, self-supporting citizen. His knowledge of English, Arithmetic and Commercial transactions should be sufficient to enable him to transact all of the business he may have in this language. He should be conversant with the general rights and privileges of a citizen and the corresponding duties which citizenship enjoins. In addition to this, he should leave school with the habit of work definitely fixed and with the feeling that manual labor is eminently respectable and honorable. He should have acquired a fair knowledge of some simple trade or handicraft, and of the hygiene and of the sanitation of the home and village. The course should at all times take a practical trend along commercial and industrial lines, without detracting from the emphasis to be placed upon English, arithmetic, geography, and other academic subjects.

The value of industrial training lies in the cultivation of a habit of work, the re-

moval of prejudices against all forms of manual labor, the development of manual dexterity and the mental awakening that accompanies it, and the introduction of new trades and industries, as well as the improvement of the old.

There has been a considerable demand for the introduction of manners and morals as a distinct branch of instruction; but while there is an imperative need for more attention to this subject, it seems inadvisable to place it in the course as a separate study. In every class throughout the course politeness, truthfulness, honesty and fair-dealing should be taught by precept and example. Teachers should never fail to acknowledge little favors and kindnesses from the children and should require them to treat one another with courtesy and fairness. Opening exercises may often be devoted to this instruction but the teacher should never lose sight of the fact that his own example will weigh for more than lecture or precept. Suggestions and helps for the teaching of manners and morals in the public schools in greater detail will be included in the Manual for Teachers which is in course of preparation.

The selection of industrial courses must be determined by local conditions which vary so widely that rigid uniformity is impracticable; therefore a sufficient variety of courses along industrial lines has been provided to meet, it is hoped, all local requirements. Furthermore, the proper division of time between preparation and recitation has been left to the judgment of superintendents and teachers as far as

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possible and, although the course presupposes two daily sessions, where local conditions demand it, a single session is permitted. In the latter case the time devoted to Grades I and II should be reduced somewhat but not below three and one half hours a day.

In order to secure the best results Filipino teachers must be well trained not only in subject matter but in methods of presentation. They will be expected in the course of time to teach all the subjects of the primary course and to do this they must continue to receive thorough systematic instruction. Teachers' classes are for the present an absolute necessity and cannot be dispensed with until the primary teachers will have received such preparation as will enable them to give satisfactory instruction in the course as outlined.

(Our reader will find the New Course of study in the Pedagogical Department of this issue)

TUBERCULOSIS.

(This interesting lecture was given by Dr. A. D. Peck Director of San Lazaro Hospital in one of the sessions of the Teacher's Second Annual Vacation Assembly at the Philippine Normal School, Exposition Grounds, Ermita). EDITOR.

Tuberculosis is a communicable, preventable and curable disease. The view long held was to the effect that the disease was hereditary; that it was a matter of fate, and that, when once established it was incurable.

The most difficult task for those who are interested in the prevention and care of tuberculosis, is to wipe out these erroneous ideas and put in their stead the modern message of hope.

When we say that tuberculosis is communicable, we mean that it belongs to that class of disease which is transmitted from one person to another. In the entire medical literature, there are less than two dozen instances recorded where an infant was born with tuberculosis; So we may disregard heredity, and say that tuberculosis is acquired after birth.

The disease is produced by the tubercle bacillus, a very small organism belonging to the plant kingdom. This germ

multiplies only within the living body, or in incubators in the laboratory. It will live for many months, however, outside of the body, and still be able to cause tuberculosis. When magnified 500 times, it still looks like a tiny beaded thread.

Since tubercle bacilli do not multiply outside of the body, those which infect an individual must be the identical bacilli which came from the tuberculous areas or one who already had the disease.

There can be no tuberculosis without the tubercle bacillus. These bacilli are found in all tuberculous processes, and are given off in the discharges from such areas. They are found in the pus from tuberculous abscesses of bone; they are contained in the discharges of the intestines, but the principal source of bacilli is the pus from the lungs of those suffering from pulmonary tuberculosis or consumption. These are cast off either with the expectoration, or in fine droplets as during coughing or sneezing. The breath does not contain them. If tuberculosis is only conveyed through the discharges from tuberculous ulcers, then prevention seems a simple matter. Destroy the discharges and the work is done.

If all persons who have tuberculosis could be informed of the fact and compelled to destroy their tuberculous bearing discharges, tuberculosis could almost be eradicated in a generation. While this is too much for us to hope for, yet, knowing that the disease is communicated from one person to another, and knowing that the only sources of transmission are the discharges from tuberculous ulcers, and knowing that the main source is the sputum of those suffering from consumption, by carefully destroying this sputum we practically prevent the spread of the disease.

Sputum is not dangerous so long as it is kept in a moistened condition, but if allowed to dry, it finds its way into the air as dust and is then taken into the system either through the air breathed or the food eaten. These are the most common routes of infection, although infection occurs through abrasions of the skin.

(To be continued)



DEPARTMENT OF NEWS.

Music Teacher in London.

Mrs. Mary E. Gordon Dunster, teacher of music, Philippine Normal school is attending a musical convention in London. After this convention she will go to New York thence to Los Angeles to conventions which will be held there. At its conclusion she will return back to the Philippines.

Teachers Going Home.

W. R. Rosenkrans, division superintendent of la Union province, went to the state last month on leave of absence.

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J. W. Torris, in charge of the wood working department in the Trade School, has been called home last month by the illness of his wife, having granted a six months leave of absence.

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Mrs. Alice M. Kelly, teacher of the Igorot girls, industrial school at Bua, will go by the first available transportation to the United States.

For School Purposes.

The president Mr. T. M. Roxas has been authorized by the Municipal board to execute a lease for the building located at N.º 205 Calle Real Intramuros, for school purposes, at a monthly rental of P. 200.

New School Buildings to be Erected.

There is to be a new provincial high school in the near future at Lingayen to cost between P. 70,000 and P. 80,000. The plans for this building have been drawn by the consulting architect.

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A trades school building is to be erected on the same province to cost about P. 20,000, and a building for domestic science is also contemplated. The site for these buildings is an excellent one, just at the edge of the city, but will necessitate

the use of dormitory buildings for pupils who live in the adjacent towns, but which are too far away to permit them to travel back and forth, daily.

The amount which has been appropriated for these buildings is P. 100,000, and this is expected to cover the cost of the erection of all of them.

Teachers Transferred.

Adam C. Derkum, bureau of education, has been transferred from Mexico, to Bulacan, Bulacan.

Mr. and Mrs. Felix Sanchez, insular teachers Stationed at Pililla, have been transferred to Manila and will begin their duties here immediately.

FILIPINO TEACHERS.

We beg leave to call your attention to the superior advantages afforded by the Manila Students' Dormitory for board and lodging. As the enclosed circular announces, the primary purpose of this establishment is to provide homes for students from the Provinces. Learning however, that many of the Filipino Teachers from the Provinces are living in small messes, and would like to better their surroundings, we have made special arrangements to accommodate them in the Dormitory.

We have just rented two large houses on Calle San Luis, facing on the athletic field back of the Luneta. We are in a fashionable neighborhood, we enjoy the fresh sea breezes and the evening musical concerts; we offer the use of a library, a gymnasium, baths, etc.

Kindly pay us a visit at Nos. 66 and 68 Calle San Luis, and convince yourself that educational men should live in an educational home.

Very sincerely,

Manila Students' Dormitory.

per James P. Monaghan, S. J.,

MODERATOR.

Circular to Division Superintendents.

A circular has been issued by Acting Director of Education Brink to the various division superintendents advising them of the modifications in the secondary courses of instruction and is as follows:

Secondary courses of Instruction

The attention of Division Superintendents is invited to the literary course of study as outlined on page 8 of Bulletin No. 26, and they are advised of the following modifications thereto which are hereby authorized:

No modification is authorized in the work outlined under literature or history.

In mathematics, a half year of plane geometry is added at the beginning of the third year's work; a half year of solid geometry is added in the last half of the third year as an elective. Plane trigonometry is offered as an elective for the first half of the fourth year's work; a half year's general review in arithmetic is also authorized as an elective.

In science, provincial schools which are not able at the present time to give the course in agriculture prescribed for the second year, may continue the work in zoology through the year. This is authorized, however, only until such time as the regular work prescribed in agriculture can be satisfactorily given.

In language, modern language or Latin is offered as an elective for the fourth year.

It is not desired that pupils carry more than four regular studies during the last two years of the secondary course. Literature and history are prescribed. The students should choose in addition two of the three courses offered in mathematics, science and language.

City School Enrollment.

The total enrollment of the city schools for the present school year is 7,484. This is the report for the month of June, which establishing a record as it is 1,000 more than were enrolled last year.

The largest number of pupils enrolled is 1,259 at Meisic School. The second highest enrollment is at the Manila high School where 507 pupils are enrolled. The third is the San Nicolas School where there are 406 scholars enrolled. Next in line comes the Manila Trade School having an enrollment of 214 scholars.

* *

The report of the enrollment of the schools of Cavite province for June shows a marked increase over the attendance of last year.

District N^o. 1 Won the Prize.

Booth number 17, belonging to District N^o. 1, being the best decorated booth in the Botanical Garden on the fourth of July, received the prize which was a beautiful banner. Dist. N^o. 1 comprises of Sampaloc, Sta. Mesa, Paco, Pandacan and Sta. Ana Schools. The booth was under the immediate charge of Mr. A. Quijano, Principal of Sampaloc School.

RIZAL BUSINESS COLLEGE



Do you know that stenography is a profession which pays well those who are experts? There is now, and always will be, a great demand for stenographers and typists. Many famous men have used stenography as a stepping-stone to high positions in official and private life. The tuition fee is only **Five pesos** per month, and we guarantee to find positions for obedient pupils upon completion of the course.

VISITORS ARE ALWAYS WELCOME

142 Escolta, Manila, P. I.

The Commission.

The bureau of education has asked the Commission for an appropriation of P-340,000, an increase of P-100,000 over that of last year. If the request is granted it is understood that at least P-40,000 will be used for the construction of a new academic building for the Phil. Schools of Arts and Trades. The remainder will be distributed in salaries and improvements.

Temporary Teachers Have a chance.

Beginning with this school year, a change has been made in the payment of the salaries of the temporary teachers. Formerly they were paid after the report of the division superintendents were made, at the end of the month. Under the new arrangement they are to be paid by vouchers that can be presented immediately. These vouchers are made out following the receipt of the reports of service, thereby expediting the payments to a great extent.

Coming Back.

The transport Sherman arrived. Among the passengers were Mrs. Arthur W. Ferguson and son, Edgar Mc Clellan and 22 Filipino Students who went to the states to complete their studies.

Pearls of Thought

Selfishness keeps a shilling so close to the eye, that it can not see a dollar.

There is nothing nobler in man than courage; and the only way to be courageous is to be clean handed and clean-hearted, to be able to respect ourselves and face our record.

Never forget a favor, for ingratitude is the basest trait in a man's heart.

«There is that maketh himself rich, yet hath nothing; there is that maketh himself poor, yet hath great riches.»

There are two ways of seeing sunrise; one with a dull, complaining spirit, that, if it could, would blot out the great luminary with its washy flood of eternal complaints; the other with joyous, larklike pleasure, soaring upward, and seeing along the western path, gates of gold and palaces of ivory;—our work, can be seen in these two ways.

What is genius? It is an impassioned predilection for some definite art of study, to which the mind converges all its energies—each thought or image that is suggested by nature or learning, solitude or converse being habitually and involuntarily added to those ideas which are ever returning to the same central point—so that the mind is not less busily applying when it seems to be the most released from application.

«There's a tide in the affairs of man which taken at the flood leads on to fortune, omitted all the voyage of their life, is bound in shallows and in miseries—on such a sea are we now a float; and we must take the current when it serves, or lose our ventures.»

What is a gentleman?—He is a man of good breeding, refinement and culture, whose aims are noble, whose truth is constant, and not only constant in its kind, but elevated in its degree, whose want of meanness makes him simple; who can look the world in the face with a true and manly sympathy for the great and small;—that is the true gentleman.



PEDAGOGICAL DEPARTMENT.

How to teach children to recognize words rapidly and learn the meaning of many words.

To teachers of Grade I:—

Please add the following "Word Game" to your supplementary work when teaching language lesson to your pupils. It will tell you the result if satisfactory or unsatisfactory. Try this game immediately after reading it in "The Filipino Teacher."

Word Game.

When your pupils are able to recognize as many as fifty or sixty words, select some which are familiar to the pupils and place each one of them on an inch and-a-half squares of card-board. *Mix with these some new words.*

Before you begin this game, appoint a bright pupil *monitor* to collect the words which the teacher has already pronounced from the pupil's hand. Divide your class into two equal sides, facing the one to the other and distribute an equal number of the *words* to each child.

When the class is quiet and ready for the game, the teacher will say in this way, or similar to this:—"I want the word that tells the name of a plant that produces *«hemp rope»* ("I want the word that tells the name of an animal that catches *«mice»*"). The child having the word "Abaca" (or "cat") will raise his hand, and the teacher gives him credit for one. If any one failed to recognize his word when it was called or gave in the wrong word, one is taken from his side.

Continue until fifteen (15) minutes. Then the *monitor* counts the pupils who remain standing on each side.

The side that has more number of pupils standing is the "winner". The side that has the less is "lost".

PRIMARIAN.

Oral Geography

By J. T. (Teacher)

Lesson III. THE AIR

Bring out—

1. We breathe air into our bodies.
2. Air is all around us.

3. Land and water are covered with air.
4. The air moves; when it moves we call it wind.
5. The air is higher than the clouds.
6. The air is thin and light.
7. The clouds float in the air.

(Teacher) Let us all sit up straight. Place your feet flat on the floor, throw your shoulders back and breathe in while I count, one-two-three.

Questions:

1. What went into your body when you breathed?
2. How did you know that air went in?
3. Did you see the air?
4. Can you feel it?
5. Could you feel it in your body?
6. Where does the air come from?
7. Can you see it?
8. What moves the branches of the trees?
9. What do we call the air, when it moves?
10. How high is the air?
11. How does it move? why?
12. What are they doing?
13. What makes them move?
14. What is wind.
15. How do we know that the air is higher than the clouds.

Look at the clouds.

Poem.

WHO HAS SEEN THE WIND?

— —

Who has seen the wind?
Neither you nor I;
But when the leaves hang trembling,
The wind is passing by.

—

Who has seen the wind?
Neither I nor you;
But when the trees bow down their heads
The wind is passing through

SELECTED.

NOTE: Review lesson I orally before you give this practice work.

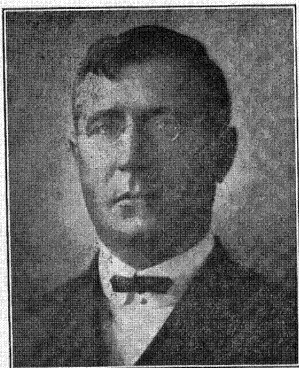
Copy the following sentences and fill the blank spaces with the right words.

Practice Work

1. We walk upon the——.
2. We can not walk upon the——.
3. The land is——.
4. The water is not——.
5. We sink into——if we try to walk upon it.
6. Some people can——in the water.
7. Every body can——upon the——.
8. Wherever we go there is either—— or——.

Qualifications of a Successful Teacher

1. Good moral character.
2. Scholarship.
3. Student.
4. Progressive.
5. Love of school work.
6. Sympathy and love with children.
7. Systematic and thorough in his work.
8. Executive ability.
9. Preparation of daily work.
10. Definite purpose.



C. H. Magee

Sup't of School of Arts and Trades.

Mr. C. H. Magee, the one in charge of the Philippine School of Arts and Trades at present, will be the Division Superintendent of Schools in the province of Ilo-ilo. The appointment will take effect as soon as it is approved by Dr. David P. Barows, Director of Education for the Philippine Islands.

Course of Study for Primary Schools.

GRADE I.—Time, exclusive of teachers, classes Four hours a day.

(The time indicated after a subject throughout the primary course is the total amount to be given to preparation and recitation.)

1. LANGUAGE, (120 minutes a day.)

(a) Conversation; use of objects, leaves, stones, sticks, books, pictures, flowers, matches, fruits, plants, seeds, pencils, nuts, balls, tops, corn, rice, cane, mats, hats, bells, boxes, knives, spoons, shells, etc. Objects should be in the schoolroom and whenever possible, in the hands of the children. Toward the end of the year teach head, ear, eye, nose, mouth, lips, hair, foot, hand, arm, leg, finger, toe.

(b) Reading, Chart first half year. Chart primer may be used with chart. Second half year any standard primer such as the Insular, the Silver Burdett Primer, the Newsom or the Arnold.

(c) Spelling. (Twenty minutes for preparation and recitation the last half of the year) All simple words used in chart, primer and conversation lessons.

(d) Writing. (20 minutes a day) Slate and blackboard. Write words, sentence forms, etc., found in chart and primers.

2. NUMBER, (40 minutes a day.)

Combination of numbers up to ten with natural objects or work equivalent to that outlined in Bonsall's Primary Arithmetic Part I, or Gibbs' Natural Number Primer. Much drill and supplementary work in numbers. Text book as a manual to be in the hands of the teacher, but *not to be given to pupils.*

3. HANDIWORK, (40 minutes a day.)

(a) *Sticklaying*; use of shell's, pebbles, rice, corn, etc.

(b) Paper folding; tearing, cutting, cardboard construction, etc.

(c) Weaving; paper, straw, grass, various fibers.

(d) Stringing; seeds, beads, shells, etc.

(e) Observation lessons; color, size, shape, comparison measurements.

(f) Clay and sand work.

(g) Games.

(h) Copying drawing, tracing—leaves, pictures, etc.

(i) Constructive spelling with letters on cardboard, etc.

(Note, Not more than three of the above exercises should be used by a teacher at any one time.

4. OPENING EXERCISES AND MUSIC, (20 minutes a day.)

Singing—rote songs.

5. PHYSICAL EXERCISES AND RECESS, (20 minutes a day.)

GRADE II.—Time, exclusive of teachers' classes, Four hours a day.

1. LANGUAGE, (100 minutes a day.)

(a) *Reading.* Any standard first Reader completed, such as the Insular, Newsom, Arnold, or Silver Burdett's Reader, with such supplementary reading as may be desired.

(b) *Language Lessons.* Work equivalent to that outlined in Reimolds First Language Book.

(c) *Spelling.* (Oral and written) (20 minutes a day). New words found in books used in this grade and a limited number of additional words of equal difficulty.

2. ARITHMETIC, (40 minutes a day.)

(Text book to be placed in the hands of the pupils at the beginning of the school year.) Rapid review of the work done in the first grade with additional work equivalent to that outlined in Bonsall's Primary Arithmetic Part II; Wentworth's First Book in Arithmetic page 61 to 118; Crocker's Arithmetic for the Philippine Islands, Book II; or fundamental operations with numbers from 1 to 100, including elementary notions of fractions, such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ used concretely. Develop facility in the use of objects with reference to grouping. Develop quickness of sight and comprehension. Emphasize tendency toward commercial transactions. The metric system is to be emphasized throughout the course.

3. HANDIWORK, (40 minutes a day.)

Continue the work outlined for Grade I, adding some more difficult exercises such as clay modeling and paper and cardboard-cutting for letter-holders, picture-frames, boxes, book-covers seed-envelopes, clock faces, etc. Here is to be introduced the idea of utility in handiwork exercises.

4. OPENING EXERCISES AND MUSIC, (20 minutes a day.)

Continue the work of Grade I with the use of "Modern Music Primer" and reading simple exercises written on the blackboard or found in Chart N.° 1. Study time with the use of the metronome. Study keys of "C" and "G".

5. DRAWING AND WRITING (alternated) (20 minutes a day.)

Complete Hilts' Drawing Book N.° 1. Write words sentences, and short paragraphs. (Slate, blackboard, and use of lead pencil.)

6. PHYSICAL EXERCISES AND RECESS, (20 minutes a day.)

GRADE III.—Time, exclusive of teachers' classes, five hours a day.

2. INDUSTRIAL WORK, (60 minutes a day.)

(a) Gardening—growth of familiar plants. Emphasis to be placed upon actual practical garden work.

(b) Wood-work—whittling, marking, shaping, measurements, simple construction of boxes, toys, rules, bamboo-work, repair of school furniture, framing blackboards, etc.

(c) Needle work—plain sewing, making and mending of clothing and simple household articles, such as towels, dish cloths, handkerchiefs, sheets, pillow cases, table cloths, mosquito nets, etc.

(d) Elementary pottery—making simplest forms of useful and familiar articles.

(e) Simple dyeing and bleaching.

(f) Weaving—fans, nets, mats, baskets, hats, chairs, cloth, blankets, towels napkins, etc.

(g) Care and decoration of school house and ground.

(h) Rope-making.

(i) Practical construction work with paper.—Making of metric measures, boxes, fans, lanterns, baskets, etc.

(NOTE—The kind of exercises to be determined by the locality. Not more than three of the above exercises are to be used by a teacher at any one time.)

2. ENGLISH, (75 minutes a day.)

(a) Reading—Any standard second reader and such supplementary reading as may be desired.

(b) Language—Work equivalent to that found in Newsom's Language Lessons, or the first 100 pages of Gibbs' Lessons in English, or Parts I and II of Lyte's Elementary English.

(c) Spelling (text book)—All new words in the books used in this grade and a limited number of additional words of similar grade.

(To be continued)

THE FILIPINO TEACHER

REVISTA MENSUAL

ORGANO DEL "PHILIPPINE TEACHERS' ASSOCIATION"

DIRECTOR, L. R. Gonzales —ADMINISTRADOR, A. Quijano.

Redacción y Administración:

102 —Alix, Sampaloc Manila. P. I.

Dirección Postal: 1090.

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EN MANILA	ANUAL	P. 2.00
EN PROVINCIAS	"	" 2.00
NUMERO SUELTO	"	" 0.25

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—o—
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Los anuncios que solo ocupen un espacio de 1x5
pulgadas, P. 1.00 al mes y P. 10.00 al año.

PAGO ADELANTADO.

Se publica cada segunda semana del mes.

A LOS SUSCRITORES.

Los Señores suscritores que dejasen de recibir algun número de esta REVISTA, sírvanse notificar al administrador de la misma á fin de remediar prontamente la irregularidad.

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EDITORIAL

Un poco más de sacrificio para el porvenir de la juventud.

Dedicamos el presente artículo á modo de despertar el interés de los padres, que en mucho de los casos, quizas por ser muy débiles de espíritu, se dejan vencer de la maliciosa negligencia, abandonando á sus hijos hambrientos de instrucción.

Es de dominio público que las escuelas tanto públicas como privadas, especialmente las de esta ciudad de Manila, desde la apertura de sus clases se hallan invadidas por millares de jóvenes que á semejanza de las ovejas apacentan en lugares donde se pueden disfrutar el alimento que la naturaleza misma les proporciona. ¡Qué hermoso cuadro representan esos grupos de jóvenes que acuden al campo de Minerva! ¿Quién se cansará en observarlo? Nadie, es verdad; por que todos comprenden que esa pléyade de jóvenes serán los hombres de mañana, por lo tanto responsables de la suerte de este nuestro querido suelo. Pero es muy triste

observar, según los informes fidedignos que hemos recibido de nuestros hermanos de profesión, el considerable número de niños que apenas han asistido un par de meses abandonan las escuelas por el simple propósito de sus padres, quienes les envían en cualquier taller ó Fábrica, de verles ya con empleo.

La intención es buena; pero no es aceptable en estos casos; por el hecho de que los padres tienen no sólo una obligación sino un deber contraído con respecto á sus hijos de proporcionarles, todo bienestar apetecible. Y dicho bienestar, para que sea firme y duradero debe precisamente tener por base la instrucción. Este deber que arranca del mismo Derecho Natural, pues, es una consecuencia legítima de los efectos del matrimonio. Es más, la palabra "alimentos," que por la ley, los padres están obligados á satisfacer á sus hijos y descendientes legítimos, comprende además de todo lo que es indispensable para el sustento, habitación, vestido, etc., la educación é instrucción.

Es una verdad innegable que no todos pue-

den sostener el gasto necesario para conseguir una carrera determinada; pero, en vista del actual sistema de enseñanza, y por otra parte como nuestro propósito es difundir á la generalidad una instrucción, que unida á la ocupación que cualquiera pueda adoptar, sea garantía suficiente, para formar ciudadanos sanos y útiles. Así que, no hacemos más que hacer alcanzar á los padres nuestra humilde voz, en vía de súplica, de tener *un poco más de sacrificio para el porvenir de la juventud.*

La educación moral.

Si la educación intelectual y física son importantes no lo es menos la educación moral. Maestros hay que sólo se ocupan de las dos primeras, haciendo caso omiso de esta última, cuando precisamente es la esencial para la formación del carácter del individuo.

Veamos: la educación intelectual, como la misma palabra lo indica, tiende á desenvolver la inteligencia del alumno, aumentando su facultad cognocitiva, mientras que la educación física tiende á desarrollar el cuerpo, darle vigor, fuerza y agilidad por medio de ejercicios gimnásticos y juegos. Esto lo practican los pueblos modernos, porque la fuerza es la mejor salvaguardia de su integridad nacional, más no por esto dejan de prestar la atención debida á la educación intelectual y moral.

Pues bien, la educación moral es la suma trascendencia para los escolares, los futuros ciudadanos de una nación. A medida que los sentimientos morales se desarrollan en un pueblo, el progreso se abre paso en sus habitantes, y ese pueblo llega á conseguir sus más elevadas aspiraciones, sino encuentra obstáculos insuperables.

Así es que se impone la necesidad de que á los niños desde sus tiernos años se enseñen buenas obras, sanas costumbres y actos elevados, y no lo que observamos hoy día en muchos niños, niños del arroyo, proferir palabras obscenas, decir mentiras y otras patrañas, hacer mofa de compañeros ó condiscípulos, é irse á las greñas por cuestiones de poca monta. Se dirá que son faltas y acciones propias de la niñez, conformes; pero esto no es óbice para que se tomen las medidas encaminadas á su reprensión.

Maestros filipinos, si alguna vez vemos á nuestros alumnos cometer tales actos, reprendámosles con firmeza, pero no usemos de la fuerza ni de la violencia, cosas que nos están prohibidas, enseñémosles á aborrecer el vicio y amar á la virtud, á tener valor cívico y á ser nobles, démosles ejemplos de hechos heroicos. La escuela es el lugar donde se deben enseñar estas cosas, el yunque donde se forja el temple de los niños, nuestros hombres del mañana.

Si cumplimos esto, estamos seguros de que hemos servido á la patria y á la sociedad.

L. CHORASA.

El Estado actual del Hospital de San Lázaro.

Nuestros compañeros de la redacción, señores L. R. Gonzalez y Ed. Guason,* allá por los primeros días del mes próximo pasado estuvieron de visita en el Hospital de San Lázaro. Los cuales se mostraron muy satisfechos del estado actual del mismo. El funcionamiento y administración de esta institución benéfica, si nuestros lectores recordarán, fueron objetos de crítica por el pueblo, representado por los periodicos de esta localidad.

Dr. A. D. Peck, Director de dicho Hospital con una exquisita amabilidad digna de encomio, acompañaron á nuestros compañeros en sus varias divisiones, sin descuidarse de explicar á los mismos el uso á que cada uno de ellas están destinados.

Dicho Hospital está dividido en departamentos. Los locos y los lazariantos que están reclusos en dos departamentos separados é independientes unos de otros ocupan el antiguo edificio; mientras en el nuevo se encuentran los atacados de cólera, viruela y peste bubónica.

Refiriéndose á los dos primeros departamentos, "estos están bajo el cuidado de los médicos competentes. Es de advertir que un número considerable de lazariantos se hallan en la isla de Cullón, formándose allí una colonia" con su organización municipal correspondiente.

Con respecto al último departamento, ó sea donde son cuidados los atacados de cólera, viruela y peste bubónica, está organizado de un modo admirable. Los enfermos al ingresarse allí son desinfectados en un lugar destinado al efecto, los trajes ó vestidos, cambiados por los del Hospital, son lavados y planchados por lavaderos, todos filipinos. Estos usan, para este fin, las máqui as de vapor para lavar del Hospital.

Pero lo que llamó más á la atención de nuestros compañeros es el lugar de los convalecientes. Dicho lugar, además de su estado pintoresco por la razón de encontrarse entre jardines con plantas cuyas flores producen un perfume oloroso y alagador, está al mismo tiempo bien suministrado de periódicos y diferentes revistas para el uso exclusivo de los mismos. Dichos convalecientes son permitidos á fumar cigarrillos, que según el mismo Dr. Peck, los facilita el Hospital.

Interrogado el Dr. Peck de su opinión acerca de la institución conocida con el nombre de «Protección de la Infancia» y de las clases inauguradas para los estudios de enfermeras, manifestó su conformidad á las mismas.

Por no disponer más espacio, nos limitaremos á decir que el estado higiénico y demás condiciones de dicho establecimiento es inmejorable.

El language esperanto.

ESTUDIANTES DEL LANGUAGE INTERNACIONAL.

Los miembros de la «Asociación Esperantista de Filipinas» se reunieron en uno de los primeros días del mes próximo pasado en el bufete de Mr. Hartigan. Habiéndose concurrido en dicha reunión veintiseis de sus miembros. El meeting fué citado y precedido por el Dr. Yeamans, quien después de la lectura de la acta anterior pidió que procediera la elección de los miembros que compondrán la Junta Directiva. Siendo elegidos los señores siguientes:

Presidente—W. E. Smith del buró de ciencias.

Vice-Presidente—Dr. Felipe Zamora.

Secret. y Tesorera—Srta. Felicidad Zamora.

Acto seguido se procedió el nombramiento de los comités siguientes:

Ejecutivo—W. E. Smith, Srta. Felicidad Zamora, Thomas L. Hartigan, Srta. Trinidad Zamora y Charles S. Banks.

Organización.—Alcalde Felix M. Roxas, J. Courtney Hixson, W. W. Weaver, A. R. Tuohy y Mr. Case.

El Presidente solicitó de los concurrentes que hagan uso del nuevo language. Por eso la Srta. Felicidad Zamora hizo algunas observaciones y el Sr. Roxas, quien siguió el uso de la palabra, recitó una poesía, usando ambos el Esperanto.

Es notable el interés que se muestra en el desarrollo del estudio de este language; y la asociación misma crece con rapidéz prometiendo tener en su seno, en no muy lejano tiempo, á muchos prominentes americanos, europeos y filipinos. La cuota anual es -P- 2'00 por cada miembro.

He aquí los miembros fundadores: W. Cameron Forbes, W. E. Smith, T. L. Hartigan,

T. C. Kimney, A. F. Ferguson, Mariano Celis, H. J. Dickinson, Roy H. Gearnart, Wm. Frederick, V. L. Minheart, Charles S. Banks, O. J. Madsen, C. H. Ceedy, W. W. Weaver, Manuel L. Torres, E. Z. Putman, F. O. Fruro J. F. Mangels, C. W. Nep, Ray Hartigan, J. C. Hixson, Jos. Oberlin, Alfonso Velasco, Maurice F. Oman, A. R. Tuohy, Dr. Yeamans, F. M. Roxas, William Crozier, A. K. Lamotte, y los Sres. Case, Casper, Dotson, Crampton, and Noronha. Mrs. C. W. Ney, las Srtas. Felicidad Zamora y las hermanas de Paz.

Para que nuestros lectores tengan una idea del desarrollo y dominio de este language en todo el mundo publicamos hoy la siguiente nota estadística concernientes al número de personas que lo poseen, así como el número de clubs organizados para dicho objeto y de los países donde los mismos se encuentran.

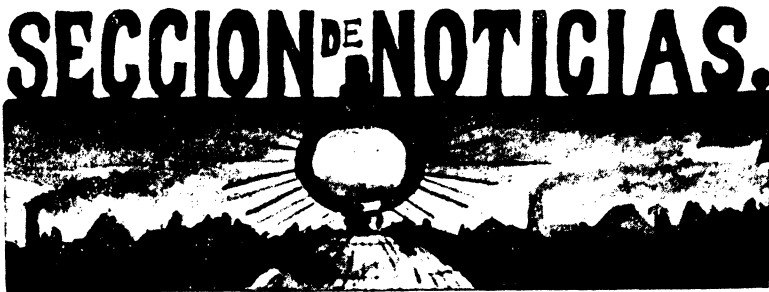
PAISES	ESDTES.	CLUBS	
Francia. . .	200,000	400	} Tomada Enero 1907.
Alemania. .	150,000	350	
Rusia. . .	120,000	80	

Es de advertir que en Francia se publica una revista semanal destinada al estudio de este idioma. En Alemania el Esperanto es reconocido oficialmente. Es más, el Esperanto es un conocimiento que se requiere á los jóvenes que desean entrar en el servicio consular y en las Escuelas de Artes y Oficios.

Los bancos y las casas exportadores en Alemania, Francia é Inglaterra han adoptado este nuevo language para sus relaciones mercantiles al extranjero especialmente con la América del Sur.

Por último la asociación bancaria, en su última convención internacional en Berlín, adoptó como idioma oficial el Esperanto.

CRISOL.



Una casa escuela más.

Hace poco la Comisión ha resuelto que la «Casa de Administración» en Balanga, Bataan, que ha sido ocupada por el Gobierno Provincial, sea destinada para escuela pública.

Escuela Intermedia en construcción

Un número de ciudadanos entusiastas de Binalonan, Pangasinán, encabezado por el PRESIDENTE MUNICIPAL, ha presentado al Comisionado Shuster, solicitando una suma adicional al presupuesto de gastos para la

construcción de una escuela Intermedia en dicho pueblo; la cuál escuela costará cerca de -P- 24,000.

Al principio se convinieron dichos ciudadanos y el buró de educación de dar cada uno para dicho fin -P- 8,000. Como quiera que aquella suma no es suficiente, el primero de las partes se deciden á aportar -P- 7,000 más; si el Comisionado Shuster autoriza al Departamento de Educación de dar una cantidad equivalente.

Parece que el Comisionado Shuster ha contestado la petición favorablemente.

Pensionados.

Por el transporte Sheridan llegaron los estudiantes pensionados siguientes: R. Agcaoili, Geo. Bocobo, E. Ramirez, M. Carbonel, Antonio Nera, Ernesto Quirino, G. Ramirez, Hilarión Valderas, E. Villanueva, J. Batombacal, Digno Alba, Benito Sunga, J. Espiritu, P. Ruiz, N. Vélez, Silvino Gallardo, J. Arboleda, J. M. Cuenco, Arterio Favez, Delfín Jaranilla, Isaías Gonzaga, León Nava y M. Gonzalez.

Sean bien venidos.

Estudiantes para el Laboratorio.

El Comisionado Shuster presentó ayer á la consideración de la Comisión un proyecto de ley en la que se provee que se autoriza al Secretario del Interior, para que pueda permitir á los estudiantes más aventajados de medicina de verificar trabajos químicos sin que fueran requeridos á prestar depósito adicional para el uso de los aparatos é instrumentos.

Dos clases especiales.

Desde el mes de Julio próxima habrieron en la Universidad de Sto. Tomás clases especiales de inglés y castellano; las de inglés para los alumnos de dicho Centro y las de castellano para los americanos y alumnos de la Universidad que deseen perfeccionar sus conocimientos del español.

Las clases de inglés son alternas los lunes, miércoles y viernes de cada semana, de seis á ocho de la noche, y están á cargo de los profesores americanos Mr. Edgar Madison Ledyard, Mr. Thomas P. Freeman y Mr. Egan.

Para la asistencia á estas clases se han dividido los alumnos de la Universidad en seis secciones, cada uno de 65 alumnos. Cinco secciones están formadas por los estudiantes de Medicina y Farmacia, para quienes será obligatoria la asistencia, á menos que demuestren que hablan ya correctamente el inglés. La sexta sección la formarán

los alumnos de las otras carreras que deseen asistir. No es obligatoria para estos la asistencia.

La clase de perfección en el idioma español la desempeña el R. P. Fr. Valentín Marin, profesor de la misma Universidad. Será clase alterna, los martes, jueves y sábados de siete á ocho de la noche.

Tanto las de inglés como las de castellano serán gratuitas.

Merece plácemes.

El Sr. Francisco Jalandoni abriga el propósito de establecer una biblioteca pública para beneficio de la ciudad de Iloilo. Dicho señor ha pedido la cooperación de sus amigos para la realización de dicho proyecto, aportando un considerable número de libros de su propiedad.

Merece plácemes nuestro distinguido compatriota por tan grande obra en pro de la instrucción.

En Cathalogan.

Ha tenido lugar la apertura de las escuelas superior y municipal con gran número de alumnos. La primera cuenta con cinco maestros americanos y tres filipinos. A los alumnos de la clase intermedia se les enseñan carpintería y economía doméstica. Se ha celebrado el "Glorioso Cuatro" con brillantez y hubo discursos alusivos á dicha fiesta.

Una sensible pérdida.

La Patria ha perdido á uno de sus más preclaros hijos, el Sr. Hugo Ilagan, víctima de un ataque al corazón.

En vida dicho señor fué profesor de varios centros docentes y últimamente desempeñó la cátedra de latinidad y el cargo de secretario general del Liceo de Manila. El difunto era, además un entusiasta propagador de toda iniciativa en pro del engrandecimiento de su pueblo.

«THE FILIPINO TEACHER» envía su más sentido pésame á la atribulada familia del finado por tan irreparable pérdida.

The Philippine Teachers' Association.

Esta asociación, desde la reforma de sus estatutos, va dando señales de vida, debido al apoyo que prestan los maestros filipinos de las diferentes provincias del archipiélago. Ya cuenta con varios comités y sub-comités en muchos puntos de las islas.

Esperamos que, á este paso, esta asociación cumplirá sus más altos fines, como son la unión y solidaridad de los maestros filipinos.

47 Maestros de provincias y de Manila han adherido á la asociación, por falta de espacio dejaremos de publicar sus nombres hasta el mes de septiembre.

Nuevos Suscritores.

Desde las columnas de esta revista se le damos las gracias más expresivas al Señor Ilaya, corresponsal de esta revista en Cebú, por el envío de cuarenta nuevos suscritores para el «The Filipino Teacher.»

Un Comité en Cebú.

El 19 de Junio último se organizò en Cebú, un Comité de la «Asociación de Maestros Filipinos». He aquí los miembros que componen la Junta Directiva.

Presidente.—Sr. Alberto B. Ilaya,
Vice-Pres.—Srta. Pascuala Denzon,
Secretaria.—Srta. Carmen Rallos,
Tesorera.—Srta. Conchita R. Teves,

VOCAL.—{ Srta. — Soledad Duterte,
» Beatriz Duterte,
» Loreta Viton,
» Susana Agustín,
Sr.—Vicente Avellana.

Desde las hojas de esta revista enviamos á la Junta Directiva nuestro cordial saludo.

Estudios por medio de correspondencia.

El departamento de Educación ha dirigido circulares llamando la atención sobre el curso de estudios por medio de correspondencia que se propone dar á los maestros de grados superiores en provincias.

Es propósito dar el primer año de high school en Inglés y Matemáticas por correspondencia en esta capital. Esta tarea estará bajo la supervisión del Dr. Maccus Jernegan.

Para conocimiento de los maestros públicos de provincias extractamos algunas partes de dicha circular dirigida á todos los superintendentes de división:

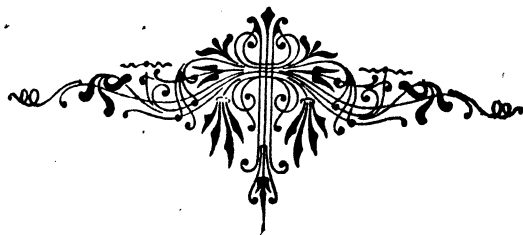
I. *Necesidad del Curso por Correspondencia.*—Ha sido imposible dar una instrucción adecuada á los más adelantados maestros insulares Filipinos. Con el fin de hacer una acción conveniente para éstos y aligerar en parte la carga que pesa sobre los mismos, se provee un curso por correspondencia para los maestros de grados secundarios.

II. *Datos que se desean.*—Se encarece á los superintendentes de división remitan con brevedad al Superintendente de la Philippine Normal School los nombres, domicilios y grados de todos los maestros de clase secundaria, á quienes ellos desean que se matriculen en el curso por correspondencia y recomienden en cada caso el curso que ellos crean conveniente á los maestros seguir este año.

III. *Cursos propuestos.*—Los cursos para este año serán los correspondientes al primero, segundo y tercer año del curso secundario en inglés; y en Matemáticas los dos primeros años.

IV. *Condiciones que se imponen.*—Se advierte á los maestros que el permiso que se concede para tomar un curso por correspondencia debe ser incompatible con el trabajo, por el cual están empleados, cuando se evidencie que algún maestro descuida su trabajo regular para adelantar en los estudios por correspondencia que él sigue, el Superintendente de división debe indicarle á dejar el curso por correspondencia, y al instante debe dar aviso de su acción al Superintendente de la Philippine Normal School. Al recibo de tal aviso por el Superintendente de la Normal, se borrará el nombre de dicho maestro de las listas del departamento de estudios por correspondencia.

Por nuestra parte consideramos de gran importancia estos estudios para todos los maestros insulares filipinos para aumentar más su caudal de conocimientos. Más, sugerimos al departamento de Educación, que esos estudios se hagan extensivos á los maestros municipales de los pueblos. Ya que se trata de instruir, pues creemos firmemente que esa instrucción debe ser para todos y no para pocos.



THE FILIPINO TEACHER

PAHAYAGAN BUANAN

Taga pamansag ng Philippine Teachers' Association.

PAUNAWA SA MGA MAMBABASA

Ang pahayagang ito'y lalabas sa twing ikalawang
Sábado ng bawat isang buan.

Lahat ng ibig magpadala ó magpalathala ay makaliliham sa aming Tagapangasiwa na si G. Anastasio Quijano. Pasulatan at Pangasiwaan, daang Alix blg. 102, Sampaloc Lalagyan sa Correo, blg. 1090 Maynila, K. P.

Halaga ng pagpapadala.

Sa Maynila.	.	.	.	.	.	.	P.	2.00	isang taón.
• Lalawigan.	.	.	.	.	.	.	„	2.00	„
• isang salin.	.	.	.	.	.	.	„	0.25	

Pagpapalathala.—AYON SA PAGKASUNDUAN.

«ANG KABATAAN KAHA- PON AT SA NGAYON.»

(Isang tawag at pagpapa-ala-ala
sa mga magulang.)

Ang kadakilaan ng panahon ay sumapit; «dakila» pagka't, sa minsang gunam-gunamin ng sinoman ay dina kaila sa kanila na ang lakad ng panahon ay lubhang kaiba sa kay sa dati, ang sinag ng arao na kusang isinasabog ng kaniyang pagkadakilà, na sadyang panadlao ng sang-sinukob ay saadal ng liwanag at ning-ning; at ang malalamig na simoy ng hangin nangagaling sa apat na dako ng hiwaga na sinasanghap ng lahat, ay waring tumitimò sa kaibuturan ng pusò at nagbibigay hiwatig at nagpapakilalang sumapit na ang di kakaunting kabihasnan sa tacadang panahon na siyang ipagbabagong buhay ng kinalalagyan nitong kaaya-ayang Filipinas.

Ang arao kahapon, bantà ko'y iniwacsi ng lahat sa isang basta ng yaguit at ipmanod sa guitna ng malawak na dagat, nguni, t, ang arao ngayon, ay tunay na arao at kaibang kaiba; «ARAO NGA» pagka't sa mapaka-nakang kita'y suk t ikasigla ng loob, na makahawi ng kaisipang napailaliman nang paguualang babala na magadhika ng anoman binhi na saaa'y kasalukuyang namumunga na ng mabi agang bagay na ikaguiguinhawa ng ating kalagayan, at di man nga lamang natutulan ng kanilang sarili ang bagay na ikapap-lulong sa sawing kapalaran; iyan ngang «ARAO kahapon ay m sasabi kong «ARAW NA MAKABUHAY DILI» at iyan ang sadyang nagpatibay sa madumal na ka-looban ng mga magulang ang di nila pagpapamulat ng isip sa kanikanilang mga anak

na lalaki ó babae; at nang panahong yao'y, subali'y kundi ako namamali ang lahat ay pawang nangahihimlay, at talagang di na dinadlao ng magandang panukala ang kanilang ala-ala, at bukanan ang isa't isa na pag-aralin ang kanilang mga kaanakan upang kung dumating ang maligayang arao ng bukas ay kusang matanghal at magning-ning ang kanilang karunungan, ó kaya'y ipagtangol ang kaaba-abang bayang tinubuan na halos malalon ng arao na nalulupasay sa guitna nang malawak na hilahil at kahirapan, dapua't di gayon ang kanilang guinawi, at ang kinagawian niyang mga magulang na iyang totoong lubos ang pagmamahal sa kanilang mga anak ay pagpahanapin kahit wala pa sa kapana-hunan, at ang kikitain nito'y siyang u-uyamihin at ipagtatawid buhay ó kaya'y ang iba ay ipagsusugal; ay gayong pinagbanatan ng butò ay sa sugal lamang ipanganganyaya, at ang mga magulang na iyan ay halos pinararaan ang maghapon sa walang kabuluhan at hindi sa paghahanap-buhay ay gayong may malakás pang butò na mailalaban sa pag-gawà, marahil ay sa pag-asang ang kaniyang anak ay nakakakita na at nakapagpapakain sa kaniya; dapua't, kung dumating ang panahon ay di man lamang maipagtangol ang karapatang niyang ini-iring; palibhasa'y di guinawi ng magulang na lubos ang pagmamahal sa anak) na siya'y, palakhi sa liwanag kundi sa «KUEBANG» saadal ng dilim; nguni, t, yaon namatg ibang magulang ay halos binabanat ang butò at nagtitiis ng hirap sa guitna ng arawan upang mayroon lamang ipag-gugol sa pag-aaral ng kaniyang anak.

Mr. TABING-ILOG.

(Itutuloy.)

Hindi ang isang «Graduado» ó «Titulado» lamang ang maaring maguing mabuting Maestra ó Maestro, sa mangá Bahay Paaralan.

(Kay «THE FILIPINO TEACHER.»)

Dapat nating matalastás na ang tao sa kanyang pag silang at sa mula't mulà pa ay pinagkalooban ni «Bathala» ng tatlong potensia: «Memoria, Entendimiento, y Voluntad.» Tatlong kasangkapan itong isinilid niya sa ating ulo upang gamitin sa panahon habang tayo'y nabubuhay.

Ang sino pa mang tao na may mga mata, marunong gumamit at ninanais niyang gamitin ang panabón na nalalabi sa ikinagpapagawá niya ng ikabubuhay sa bagay na kalugod-lugod, na hindi siyá mapipinsalá ng gaano at ni gugugol ng ano mang halagá, umasang makakamtan sa pagsasanay ng katutubò niyang kapangyarihan na makapagmasid ng ilang kawiwilihang lubhang malaki at mainam kay sa ibang pag-aaliw, tangi sa ang ganitong gawá ay makapagpapabunsod sa tao ng isang hakbang sa kanyang katalinuhan at pag-uugali, sa pagka't tayong lahat ay may kanikanyang isip na taglay upang mangyaring makatahò ng katotohanan ng balabalaking bagay na idinudulot sa kabuhayan ng kasalukuyang pamumuhay ng tao, at tayong lahat kahit na gaano ang nalalaman, maguing marami ó kaunti man, ay maaring gamitin sa sarili at sa tinuturuan ayon sa pagkabatid natin ng kalikasan (Naturaleza) na siyang laging natitirap sa kabuhayan.

At tangi pa sa rito kung ang isang tao na nagtuturo sa kanyang kapwá at may nagtuturo rin naman sa kanya bukod pa sa masigasig sa pag-aaral at mapagsuri ng kalikasan, ay kahit hindi «Graduado» ó «Titulado» sa «Escuela Normal» maaaring maging mabuting Maestro ó Maestra sa mga Bahay Paaralan.

MATAHIMIK.

Paco, Primary School.

¡Bungang panaguimpan!

Isang gabling kaaya-aya, na ang kaliwanagan ng buan ay naka-aakit sa madlá at anak, ina-anyayahan ang lahat na sumayo ng kanyang idinudulot na kaligayahan. Isa ngani akong nabighani na manaog upang makasamyong kalamigan ng hangang idinudulot sa lahat, ng gabling yaon.

Sa di kawasa'y nakiulóng ako sa ilang mga kaibigan at nagpadaan-daan kami sa ilang lansangan nitong Sampaloc. Ng kami ay sumapit na sa may daang Alix ay nagpaalam na ang aking mga kasama at ako nama'y nag-

patuloy na sa pag-uwi. Ng ako'y palikó na sa daang X, ay siya kong pagkaulinig nang isang tawag na nagmumulá sa may bandang likuran. Diko inaalumana at ina-alala kong baka di ako ang tinatawagan, nguni,t, di nagluat at nadingig ko ang muli niyang pagtawag. Nilingon ko upang makilala kung sino ang tinatawagan, nguni,t, oh! ako nga pala, kaya't dalidali akong lumapit.

Siya,i, nakatayo sa pintuan ng isang halamanan at pagkalapit ko'y siyang pag-yakap sa akin ng boong paghihinakit, kasabay ang luhan bumukal sa kanyang mapupungay na mata. ¡Oh, Dios ko! siya'y si Lolita (ito ang kanyang katawagan) na aking kapua-batá, kaya't ako'y naluha rin, palibhasa'y ang isang magkaibigang di magkita sa malaong panahon kung di noon lamang ay sukat ng ikatigmak sa luba ng isa at isa.

Kumusta ka? ang unang naibati sa akin ni Lolita.

Mabuti, datapua't, di lamang gaya mo.

—Di lamang gaya ko sa pagdadalamhati.

¡Oho, baquit?

Sapagka't mulá ng ako'y dumating sa amin, ay di na ako nakabalik dito, si tatay ay nagkasakit at akala namin ay di na gaging.

Kailan pa kayo dumating?

—Noon pang isang buwan at kasama na namin si tatay sa pagluwas.

At malaon ka na pala rito ay di kana nakadalao sa amin. Talagang iba na ang loob mo ngayon, di na paris ng dati, hindi ba?

Ng madingig ni Lolita ang aking huling sabi, nawalan mandin siya ng diwá at kapagdaka,i, sumagot ng,—Di na kaparis ng dati? ¡Oh! hindi at makalilibong hindi nga nagkakamali ka ng iyong hinagap.

BENEDICTA S. JOSÉ.

(Itutuloy.)

PALATHALA

Isang paglalakbay sa bundok nang Pagsanghan.

Ang excursiong ito na pinanguluhan ng aking bantog na kababayang si G. Vicente Quimhoco ay nagbunga ng di masayod na katwaan at nagiwan ng isang ala-alang hindi malilimot ng lahat na sa kanya'y nagkapalad masama.

Bilang nagpasigla sa paglalakbay na nangit, ay ang mga himala sa gandang BB. Salud Cabreira. (nagaaral sa Sta. Catalina); Vicenta at Mary Almario, (gurong taga San Pablo); Hospicia Azares, (id. de id.); Rosario at Pilar Fernandez, (id. de Pagsanghan); Emilia Santos, (id. de Calamba); Luisa Salvamater, (id. de Tayabas) Eugenia Villanueva, (id. de Calamba); at Castora Montemes, (id. de Lilew). Sa mga binata nama'y nabibilang ang mga GG. Felix Flores,

(guró sa Pagsanghan); Ramon Guevarra, (id. de id.); Ezequiel Zaide, (Farmacéutico); Pedro Caballes, (Agricultor); Toribio Fabella at Liborio Edesa (nangagaaral).

Nagkaroon din ng kantahan, tugtugan, sawan at sa lahat ng ito'y nagpamasid pang muli ng katalinuhan sa gawang pagtugtog ang bantog at kilalang komparsang Pagsanghan. Ganoon din si G. Quimhoco na di nagsawa at nanghimagod sa pagaalaga at pagaliw sa madlang panauhín.

ISANG KABABAYAN.

Pagsanghan 30 ng Junio 1907.

SARISARING-BALITA

Bagong Kasama.

Dalawang kamay ang salubong namin sa bagong kasamahang si Bb. Ponciana Joaquin na nakatapos sa Normal at ngayon ay kasalukuyang nagtuturo sa paaralan sa Malate.

Nais naming mapaglabanan ng bagong kasama, ang maraming balabalaking matatagpuan sa madawag na daan ng pagtuturo.

Unti-unting nababago.

Ang karaniwang ugali ng mga batá kung dumarating na ang arao ng pasukan, (pagkatapos ng pagpapahingá) ay di pa nagsisipasok at nagpapatawing-tawing pa ng arao; at ang «Bukas na», salitang minana at madalas marinig sa kanilang magulang, ay unti-unting lumilipas. At sa katunayan nito'y mula't sapol ng buksan ang mga paaralan, ay lankay-lankay ang batang dumadalo arao-arao kayat ngayon'y bibira na ang paaralang tumatangap dahil sa wala nang pagsiksikan.

Ang ugaling ito na inilampin sa ating kanununan pa ng mga kastila at hanga ngayon'y nakabalabal sa ating mga kababayan, ay nagangailangan ng isang lunas. Tayong mga guró ang may katunkulang humanap ng lunas na ito, kundi maikita ng mga magulang. Lubhang cailangan na bakahin natin ng di na masamyo ng susunod na salin (generación) Ang pagdulog na huli twina maguing sa pulong, pistahan, at ganoon din sa pinapasukan ay nagpapakilalang di maaalam tumupad sa isang tunkuling.

Kumilos tayo mga guró at kung mahubdan ang ating mga kababayan sa balabal na ugaling ito, ay maituturing na tayo'y nakagawa ng isang mahalagang bagay at nakapagsilbe sa ating Bayan.

Guinagaling ang mga Gurong Americano.

Tatlong put apat na gurong Americano ang nagkapalad, na madagdagan sa sinahod. Isa rito'y ang kilalang guró sa Manila High School na si Mr. Edgar M. Ledyard

na siyang tumanggap ng lalong mataas na dagdag.

Nakalimutan na kaya ng Kagawaran nang Pagtuturo ang mga Gurong Filipino?

Pagsusuri sa mga bata sa Paaralan.

Ngayon ay minulan na sa mga paaralang bayan ang pagsusuri sa mga batá. Lahat ng may taglay na saki't ay pinagbibigian ng kabatulang nauukol sa kanilang damdamin. Ang mga gamot na ginamit ay pawang buhat sa Kagawaran ng Sanidad na walang anomang gugol.

Ang pinagbabatayan ng bagong palakad naito ay ng masug-po at huag ng makahawa sa mga walang karamdaman.

Mga Pensionadong Magsisiowi

Dahil sa nanga'katapos na sa pagaaral ay magsisiowi na rito sa Maynila ang mga sumusunod na nagsipag-aral sa America sa gugol ng pamahalan.

R. Agcawilis, Gregorio Recabe, Eduardo Ramirez, Mariano Carbonel, Antonio Nera, Ernesto Quirino, Gregorio Ramirez, Hilarión Valderas, Emilio Villanueva, José Batungbacal, Digno Alba, Benito Lunga, José Espirito, Pelanio Ruiz, Notalio Velez, Silvino Gallardo, José Arboleda, J. M. Cuenca, Arterio Pobis, Delfin Jaramillo, Isaias Nabal at Manuel Gonzales.

Pinasasalubungan namin sila ng isang malugod na bati.

Ang Philippine Teachers Ass. sa Cebú.

Katangap pa lamang ng Lupon Pamunuan ng Kapisanan ng mga Gurong Filipino ng isang kalatas ng masipag na Delegadong si Mr. Ilaya at doo'y ipinatalastas ang pagkakatatag ng Lapiang lalawigan (comite provincial) sa Cebú.

Binubuo ang Lupon Pamunuan ng mga lalong hirang at tanyag na guró sa nasabing lalawigan.

Pangulo: Alberto B. Ilaya, Pangalawang-Pangulo: Pascuala Denzon, Taga-Ingatyan: Conchita R. Teves, Kalihim Carmen Rallos, Mga Kagawad Soledad at Beatriz Duterte, Soreta Viton, Susana Augustin, at Vicente Abellana.

Isang mahigpit na yakap ang ipinasasalubong namin sa mga bagong kasapi at lalong lalo na sa walang pagod na si Mr. Ilaya. Alin kaya namang lalawigang ang susunod?

Nangagbitew sa Tungkol.

Sinangayunan ng Superintendente O'Reilly ang pagbibitew ng mga gurong Ramiro P. Oliver, Ignacio Yitalis, Simeon del Rosario, Petra Zapata at Januaria Molina. Ang mga gurong binangit ay pawang sa Maynila.

Ang Election Day.

Pinasiyahan ng Comisión Civil ang hingi ng Kagawaran ng Pagtuturo na ibilang ang «30 de Julio» sa mga arao na kinikilalang *fiesta oficial*. Tangi sa rito'y itinakda ring arao na pangiling, ang pagbubukas ng Kapulungang Bayan.

Ang Paaralan sa hapon ng mga Gurong Filipino sa Maynila.

Hangang ngayon ay di pa natitiyak ang arao na ipagbubukas ng paaralan sa hapon. Tila kasalukuyang pinagaaralan ng mga Supervisors ang *Plan de Estudio* na isasailalim ng bagong patakaran ng pagtuturo.

Susog sa rito'y ang Philippine Normal School ay maghahandog ng pagtuturo sa pamamagitan ng Correo-Escuela por Correspondencia—sa lahat ng gurong ibeg mag-aral sa ganitong paraan. Sa ganito'y ang karamihan ng mga gurong nagsisipagturo sa Kapuluan na walang titulo, ay magkakaroon ng isang pagkakataon na ikasisiya ng malaon ng hangad na maging *Graduado*.

Pinasasalubungan namin ang isang palakpak ang Kagawaran ng Pagtuturo sa kanyang pasiyang ito.

Ang bagong patakaran nang Pagtuturo.

Gaya ng naibalita namin sa labas ng buang nakaraan na ang bagong patakaran ng Pagtuturo ay kasalukuyang pinagaaralan at sinusuri ni Mr. Brink, ay ngayo'y pinasiyahan na, na siyang susundin ng lahat nang paaralan sa Kapuluan.

Kasayahan ng 4 de Julio.

Baga ma't nabago ang palakad ng pagdiriwang ng arao na ito, ay di rin naman huhuli sa sigla sa mga taong nagdaan. Ang pook ng Jardin Botanico na nasasabugan ng dalawang-pung bahay-bahayan na pawang nagpapainaman sa gayak, ang siyang lalong nakatawag ng maraming tao. Dito ginanap ang pamumudmod ng matamis at limonada sa lahat ng batang nagsisipag-aral sa mga iba't ibang paaralan sa Maynila. Pagkatapos nito'y isinunod ang concierto musical at ang mga sarisaring palabas, gaya ng dulaang insik, circo at salamangka ng mga Indio na kinawilihan ng mga nagsipanood hangang ika 12 ng tanghali.

Sa hapon ay ginanap ang Ejercicios Atleticos sa Paco ground na dinaluhan ng maraming tao. At sa ganap na ika 9 ng gabi, ay minulan ang pagsususo ng bantog na fuegos artificiales na tumagal hangang ika 10 oras.

Ang Halalan sa Maynila.

SA 2.^o POOK.

Pa katapos na mairaos ng boong husay, subali't sa loob ng mabigpit na paglalabanan, ay nagwagi rin ang loob ni Bayan.

Ito'y pinatotohanan sa bilang ng votong tinanggap (na 2029) ng kanyang napile sa Katimugan ng Maynila na kakatawanin sa Kapulungang Bayan, na si G. Fernando M. Guerrero, bantog na manunulat, abogado, manunula (poeta) at makabayan sa Mukha at puso.

SA 1.^o POOK.

Ang pagkakaraos sa pook na ito, ay di maipaparis sa panglalawang pook. Una'y ang mga vot ng tinanggap ng dalawang magkapangagawan na si GG. Gomez at Lukban (kapwa makabayan) ay nagkakahabulan. Ang una'y tumanggap ng 1279 at ang pangalawa'y 1248, sa makatwid ay nagkakaroon ng 31 votong kalamangan si Dr. Gomez kay Dr. Lukban. Pangalawa'y ang nabubukang paghahabol ni Dr. Lukban susog sa ilang nangyari na kanyang ipakikilala sa di malalaong paglilitis na gagawin. Sino wan so kanila ang magwagi; ay siyang maipalalagay na niloob ni Bayan.

Ang Filipino Teacher, ang Kapisanan ng mga Gurong Filipino at ang lahat ng guro sa Maynila ay nakikilugod sa kanilang pagtatagumpay at umaasa na sa Kapulungang iyan (na bubwoin ng lalong matatalino) ay di magpapabaya sa ikasusulong ng paarala at kaunting paglingap sa mga guro na wari'y nilimot na ng pamahalaan, bagay sa kanyang napakaliit na sahod na di makatimbang ng napakabigat na kanyang tungkuling pinapan.

Ang High School sa Daet..

Susog sa isang bagay na di ipagkasundo ng dalawang Superintendente sa Nueva Cáceres at Daet, ay ipinagutos ang pagsasara ng High School sa huling bayan. Dahil dito'y di kakaunting kapansanan ang tinatawid ngayon ng nagsisipag-aral sa nasabing paaralan at ng mga magulang dahil sa pagpapadala sa Nueva Cáceres (na totoong malayo sa Daet) ng kanilang mga anak.

Tinawagan nila si Dr. Barrows upang ayusin ang kaguluhan ito at ipinangako naman ng Dr. na hangang hinde nahuhusay ay magbubukas siya ng isang Industrial School kung ang municipio'y magpapatayo ng bahay-paaralan. Ngayo'y natatayo na ang paaralan, dapwa't walang anomang nakikita na magpatotoo sa pangakong binangit.

Umaanib kami ng pagbingi sa Kagawaran ng Pagtuturo ng madaling lunas sa kaligaligan ito.

Pagbubukod-bukod sa nagsisipag-aral.

Tita ang Kagawaran ng Pagtuturo'y nagbabalak na pagbukod-bukorin ang magugulang na nagsisipag-aral at ang mga batá. Di umano'y lahat ng nagtataglay na mahigit sa 16 na taon ay ihihiwalay sa mga may mababang gulang.

Hanga ngayon'y di namin natatalastas kung may katotohanan ang higuing na ito.

Mga Pulong ng Kapisanan ng mga Gurong Filipino.

SA «CENTRO ESCOLAR.»

Sa paaralang ito ginanap ang pulong kalahatan ng Kapisanan ng mga Gurong Filipino noong ika 13 ng Julio sa ganap na ika 10 oras ng umaga.

Pinanguluhan ang pulong ng pangulong si G. Guillermo Santos. Pagkatapos mabasa ng Kalihim ang «acta» na sinangayunan ng lahat ay ipinakilala ng pangulo ang mga bagay-bagay na pagsusap.

Una: Binasa ng Taga ingat-yaman ang paglabas at pagpasok ng salapi, na nagkaroon ng saldong P. 258.08.

Pangalawa: Ang pagbobwo ng palatuntunang susundin sa ika pitong pagdiriwang ng K. ng mga G. F. Pagkatapos ng ilang palagayan ay pinagkasunduan ang sumusunod;

1. Pagbasa ng Kalihim ng «Annual Report.»
2. Talumpati ni G. Guillermo Santos.
3. Conferencia pedagógica ng Gurong Elisea Gonzaga.
4. Talumpati ng comisionado sa Ins. Publica na si Mr. Shuster.
5. Talumpati ng Supt. ng mga paaralan na si Mr. G. A. O'Reilly.
6. Sayawan.

Pangatlo: Ipinatalastas ng Manager ang kalagayan at lakad ng pahayagan; at ipinahayag na dahil sa pagwawalang bahala ng karamihang guró at di pagbabayad ng iba, ay gumagamit na ngayon ng salapi ng Kapisanan.

Pangapat: Pagtitipid sa gugol na gagawin sa pagdiriwang. Dito ay nagkaroon ng isang mahigpit na pagtatalo. At sa huli'y, pinagkaisahan na bawa't, kasapi'y, aabuloy ng piso.

Panglima: Itinakda ang ika 10 ng Agosto, na arao ng paghahalal sa mga magsisibwo ng Lupong Pamunuan. Sinangayunan din ang hingi ng Kalihim na maghalal ng dalawang kagawad, na makakatulong niya sa pagsulat ng Report. At ang nangahalal ay sina GG. Emilio Pestaño at Cayetano Ligot.

Mag iika 1 ng tanghali ng magsitindig ang lahat.

Sa bahay ni G. Almoalla.

Dito guinanap ang pulong ng Lupong Pamunuan at ng mga manunulat sa pahayagang ito, noong ika 14 ng Julio sa oras na ika 10 ng umaga.

Ang ukol sa pugtatalo sa Alituntuning susunding ng mga manunulat (na palagay ni

G. Leoncio Gonzalez) ay di natupad dahil sa di pagdaló ng karamihan.

Pinasiyahan ng Lupon pagkatapos ng isang mahigpit na pagtatalo, na tangapin ang lahat ng dagdag (enmiendas) na ipinadalá ng mga guró sa Bulakan, liban sa pangkating (articulo) ika 8 at ika 9 na binago ang tunog pagkat malalaba sa Batasang umiiral.

Marami pang lubhang pinagusapan, ngunit, sa kakulangang ng puang ay di na namin mungyaring isalaysay na lahat.

«Tawana't Iyakan», sa Pagsanjan, Laguna.

Isang araw ng Sábado ika 20 ug Julio, 1907 ay nagdaos ng isang masiyang sayawan sa bahay ni Bb. Salud Cabreira sanhi paguuwian sa kani kanilang bayan ng mga gurong babayi na nagsisipagbatid sa paaralang Normal ng lalawigan. Aag nasabing sayawan ay dinaluhan ng mga binata't dalagang tanghal sa bayan kayat tumagal hanggang ika 2 ng gabi mula sa ika 8.

Sa sayawang ito ay di mumunting kasayahan ang tinamo ng bawa't isa sa kanila kayat walang natangi kabit na malulungkutin na di nakapagsambulat ng matatamis na umis at tawa, nguni't oh! ano namang pagkalungkot ang naging kapanig ng kasayahang iyan sa pagka't ang pagpapaalaman nila, sa pamamagitan ng mahahalaga at malulungkot na talumpati ng ilang binata't dalagang masisigla sa pagkaunlad, ang lumalang ng isang mahapding iyakan.

Tantò na natin kung gaanong kasaklap ang damdamin ng isang dalaga kapag lumuluha at alin naman matibay na dibdib ng di maiwawalat ng isang buntong hininga sanhi sa paghihirap. Mabuti pa ang di na nagkasayahan kung ganoon din lamang.

Dalawang Gurong tutulak sa Amé-rica.

Ang dalawang gurong ito na kapwa nagtuturo sa lalawigan Rizal ay magsisitungo sa América upang humanap ng karunungan. Ang kanilang gugugul'in sa loob ng panahong ipagaaral ay babayaran ng kilalang mayamang Filipino na si G. Yangco. Pamarisan nawá ang pagka pilantrofong ito ng ibang Filipino!

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Bagong Bahay-Paaralan.

Ang lumang bahay sa daang S. Fernando (Binondo) na kinalalagayan ng *Taller nang Quartermaster* ay ipinagkaloob sa Municipio ng Maynila ng Gobierno Insular. Ngayon'y pinasiyahan na doon ilipat ang paaralang nasa sa daang Madrid blg. 177, S. Nicolás.

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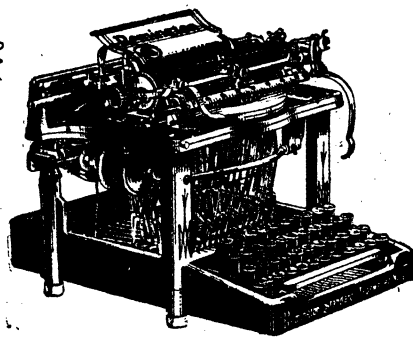
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